



FRONT PORCH SERIES BROADCAST CALLS

Assessment and Progress Monitoring in Early Childhood

Dr. Scott McConnell
University of Minnesota



Monday, June 25, 2012, 1:00 – 1:45 p.m. EDT (10:00 – 10:45 a.m. PDT)

Assessment practices are changing quickly – both what we assess and how we do it. In this presentation, we'll talk about increasing attention to improved school readiness for Head Start and other children, and ways that programs and states define and assess school readiness. We'll then talk about ways that programs and classroom staff can monitor individual children and classrooms or programs to ensure that kids are making adequate progress toward school readiness, or can select children for additional intervention and support. We'll review two different approaches to monitoring progress – observational curriculum-based approaches and direct assessment general outcome approaches – and talk about the benefits and liabilities of each.

Join us for this engaging Broadcast Call. Space is limited.

Reserve your Webinar seat now at: <https://www3.gotomeeting.com/register/560367822>

Dr. Scott McConnell is Professor of Educational Psychology (Special Education Program) and Child Psychology and Fesler-Lampert Chair in Urban and Regional Affairs at the University of Minnesota, as well as an affiliate of the Center for Early Education and Development. He is particularly interested in the design, evaluation, and implementation of general outcome measures of young children's development for use in Response to Intervention (RTI) and other intervention models, and in the application of effective practices in community settings. Scott is a member of the Northside Achievement Zone Management Team, and serves on the Minnesota Governor's Early Learning Council. He has served on or consulted to various committees of the United Way, the Minnesota Legislature, and Minneapolis and St. Paul Schools. He is also the father of two young adults, Nora and Reid.

Top 5 Questions:

1. What is school readiness, and what are the best ways to assess it?
2. How do we know a child is on track to be "ready" when they enroll in kindergarten?
3. What are the typical levels of performance for children of a certain age?
4. How can I describe children's development in ways that make sense to parents and others?
5. If a child is NOT making progress toward kindergarten readiness, how can I know how to help?

Website:

<http://www.cehd.umn.edu/edpsych/people/Faculty/McConnell.html>



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